

Texas Education Agency Standard Application System (SAS)

018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Robstown Independent School District	178909		
Vendor ID #	ESC Region #		DUNS #
	2		084828995
Mailing address		City	State ZIP Code
801 North First St		Robstown	TX 78380
Primary Contact			
First name	M.I.	Last name	Title
Maria		Viduarri	Superintendent
Telephone #	Email address		FAX #
361-767-6311	Maria.Vidaurri@robstownisd.org		361-387-6311
Secondary Contact			
First name	M.I.	Last name	Title
Daniel		Ceballos	Assistant Superintendent
Telephone #	Email address		FAX #
361-767-6311	Daniel.Ceballos@robstownisd.org		361-387-6311

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Maria	M.I. 	Last name Viduarri	Title Superintendent
Telephone # 361-767-6311	Email address Maria.Vidaurri@robstownisd.org		FAX # 361-387-6311
Signature (blue ink preferred)		Date signed	

Maria M. Vidaurri

February 2, 2018

701-18-103-118

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178909	Amendment # (for amendments only):
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Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$ N/A	\$ N/A	\$ N/A	\$ N/A
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 178909

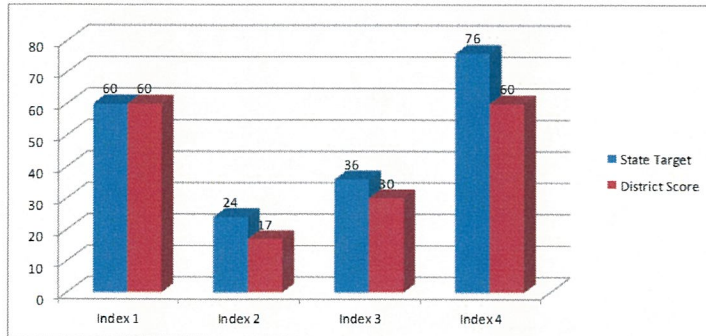
Amendment # (for amendments only):

List the campuses that will be served with these funds.

The **Robstown Independent School District (RISD)** will implement the **TECHS Program (Technology for Early College High School)** with the 2018–2019 **Technology Lending Grant Program (TLGP)** at **Robstown Early College High School (RECHS)**. **RECHS** has a total student enrollment of **707 students in grades 9th – 12th grade** allowing for **150 new HP Chromebooks 11 G5 - Education Edition (11.6" - Celeron N3060 with 4 GB of RAM-wifi ready)** to be loaned out for daily usage of students.



Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.



RISD failed on all itemized state categories and was significantly behind state scores indicating a need for improvements with teaching and learning. When 90% of the student body fails mastery in **all core subject areas**, a new strategic design needs to be implemented. Furthermore, RISD **failed to exceed any of the four required index** for the 2017 Performance Index State accountability ratings based on four performance indices: 1. Student Achievement, 2. Student Progress, 3. Closing Performance Gaps, and 4. Postsecondary Readiness. Due to the small amount of funding available it was decided that a strategic goal of the district was to use the funds for strengthening a new **TECHS** initiative

with the Early High School program and focus all efforts on graduation and college bound services. The high school will utilize **TECHS** to create a future one to one platform that other students district wide may be able to utilize. RISD will purchase Chromebooks with internet capability as many students fail to have internet services at home. RISD has a simple but elegant **TECHS** plan for its Technology Lending Program proposal by lending 150 Chromebooks to students at Robstown's Early College High School. **TECHS** will also provide sustainable and low-cost internet access to those families. **RECHS** has a high percentages of economically disadvantaged students, RISD expects at least 80% of the participating families to be economically disadvantaged.

RISD will solicit bids from internet providers for inexpensive Chromebooks and internet connections that will allow for Highest possible download speeds and upload speeds. The Chromebooks must offer a built-in Wi-Fi connection that can support district enabled software. RISD will seek an internet provider that can offer customer support during business hours.

Students will be offered the opportunity to continue their internet service at an extremely low cost from their own funds at the end of the grant, thus ensuring that most families will continue to have interconnectivity. Students at these schools also indicated that they often did not have home access to appropriate hardware or internet connectivity study conducted. Approximately 80% of Robstown students do not have a computer at home that they could use for schoolwork. RISD students responded that they could not watch educational YouTube videos at home because they either didn't have a computer, didn't have internet access, or had internet access that was too limited for streaming videos. These students are prevented from expanding their on-line learning opportunities beyond the school walls because of lack of hardware and/or internet connectivity.

RISD will chiefly rely upon three measurements of program effectiveness:

1. **TECHS** will see an 40% increase in respondents indicating adequate access to hardware and internet connection RISD will survey families at distribution of Chromebooks and again in May 2018 and compare actual use of equipment and interconnectivity to the intended use recorded in the earlier survey. RISD expects to see significant overlap between intended and actual use.
2. **TECHS** will maintain or increase the percentage of participating students who pass STAAR Core Subjects comparing to prior year's results.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

TECHS (Technology for Early College High School) will be supported by significant professional development so that both teaching and learning is impacted. An Instructional Technology Specialist (ITS) who, in addition to providing technical support, provides stand-alone trainings and co-teaching opportunities for teachers, focusing on integrating technology into lessons, assessments, and homework. The ITSs are crucial components in bringing RISD's educational offerings into the 21st Century. Their ongoing work with teachers will be supplemented this year by intensive instructional technology sessions at professional development workshops. Teachers will have a broad range of topics to choose from to better incorporate technology into their activities. RISD will also host annual technology-focused PD that is devoted to instructional technology best practices. All instructional technology professional development is funded by monies outside those provided by the Technology Lending Program.

At the time of Chromebook distribution, **TECHS** will provide training to parents and students on safe and ethical use of the internet. Training will cover acceptable use policies, the need to supervise young children on the web, etiquette, and a discussion of plagiarism risks. **TECHS** is completely focused on home use, will not put any strain on the district's infrastructure. Because the contracted internet service provider will also be asked to provide customer service during business hours to participating families, there will be no additional demands on district technical support. Any incidental additional demands - for example, a need for further professional development for teachers in assigning meaningful technology-supported homework - can be easily absorbed by the district.

TECHS will modify its existing Technology Lending Agreement, currently in place in its one-to-one high school laptop initiative, to meet the needs of the Technology Lending Grant Program. The Technology Lending Agreement will be signed by parents/guardians and students and will address acceptable use policies, district retention of legal title to the Chromebook, assignation of responsibility for damage or loss to the parent guardian/student, provision for repossession should the parent or guardian/student not comply with all terms of the Technology Lending Agreement, agreement that the Chromebook will be returned should the student move outside the district, and a description of the Chromebook involved.

One of Robstown ISD's annual goals is to continue implementing the district plan for greater and more effective use of technology by students and staff in their direct work. RISD sees appropriate use of technology as crucial to the educational advancement of its students. Equity concerns at some of our more economically disadvantaged campuses have given teachers pause in assigning work that requires out-of-school access to electronic resources, as there has been no way to guarantee that all students in the class have equitable access. **TECHS** funds will reassure teachers that they can assign such work without fear of excluding some of the most educationally vulnerable students.

TECHS teachers who are assured that all of their students have internet access will feel more confident assigning technology-assisted homework. Near-universal web access will allow the district to take advantage of the electronic instructional materials and will transform learning into a 24/7 endeavor and meet **RECHS** Campus Improvement Goals (CIP) goals:

- ✓ Meet with selected **TECHS** teachers to enhance current curriculum by integrating technology. New curriculum will serve as a basis for staff development.
- ✓ Maintain model multi-media **TECHS** projects in a hands-on, step-by-step manner to allow easy implementation by teachers in their lesson plans.
- ✓ Maintain **TECHS** network library resources so they are accessible in classrooms.
- ✓ Provide **TECHS** training in the operation of campus instructional technology including data projectors, distance learning equipment, United Streaming, books online, digital cameras, scanners, etc.
- ✓ Maintain a **TECHS** inventory of instructional technology resources.
- ✓ Maintain a **TECHS** guide outlining the terms of agreement, student responsibilities, acceptable use policies, e-mail and social network etiquette, and reference to the Texas Penal Code on Breach of Computer Security.
- ✓ Provide **TECHS** Parent Training seminars to incorporate home residence technology for sustainable home usage beyond the grant cycle.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,920	0	\$25,920
Schedule #9	Supplies and Materials (6300)	6300	\$59,080	\$12,120	\$71,200
Schedule #10	Other Operating Costs (6400)	6400	0	0	0
Schedule #11	Capital Outlay (6600)	6600	0	0	0
Total direct costs:			\$85,000	\$12,120	\$97,120
RISD 2.88% indirect costs (see note):			N/A	\$ 2,880	\$2,880
Grand total of budgeted costs (add all entries in each column):			\$85,000	\$15,000	\$100,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$15,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Kajeet Complete Internet plans for \$17.28 monthly per unit \$25,920.00 total for 150 units for 10 months Mfg. Part#: NEW-ITEM 500 Part: CPLT500T Contract: MARKET	\$ 25,920
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$ 25,920

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 178909		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
	HP Chromebook 11 G5 - Education Edition - 11.6" - Celeron N3060 - 4 GB RAM 150 units CDW# 4466377 \$196.60 for unit price and \$29,490.00 for total price Mfg. Part#: 1FX82UT#ABA UNSPSC: 43211503 Contract: Texas HP DIR TSO 2538 (DIR-TSO-2538)	\$29,490
	HP Chromebook 11 G5 - Education Edition - 11.6" - Celeron N3060 - 4 GB RAM extended insurance for 2 yrs. 150 units at \$66/unit. Administrative cost of \$12,120 will be applied for IT support of parts, and service of 150 units for 20 months of operations. Installing virus protections, web filters, and servicing units with academic softwares and troubleshooting problems.	\$10,000 \$12,120
	Google Chrome Management Console License 150 units CDW# 3577022 \$25.61 for unit price \$3,841.50 for total price. Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: MARKET	\$3,841.50
	Hotspots Hardware for Google Chromebooks 150 units \$104.99 each unit for \$15,748.50 total price. Mfg. Part#: NEW-ITEM Kajeet Smartspot 900 Part: SSV900S Contract: MARKET	\$15,748.50
Grand total:		\$71,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 178909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 178909

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	576	81.5%	22.5% higher than state rate of 59%
Limited English proficient (LEP)	22	3.1%	
Disciplinary placements	55	6.6 %	5 X higher than state rate of 1.4%
Attendance rate	NA	89.9%	6% lower than the state of 95.8%
Annual dropout rate (Gr 9-12)	NA	92.1%	3% higher than the state rate of 89.1%

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										207	181	182	137	707

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **TECHS** needs assessment process included the **Robstown Early High School Campus Report Card, The Campus Improvement Plan, District Goals and Initiatives and the 2017 Performance Index State accountability ratings**. The District team met to decide how needs would be prioritized utilizing the new technology available. Robstown Early College High School (**RECHS**) was selected to be served due to the low performing scores on the TEA STAAR exam. The charts below indicate the STAAR scores based on state, district and campus performances in four categories: Meets Grade Level, Master Grade Level, Met or Exceeded Progress and Exceeded Progress. **RECHS** failed on all itemized state categories and was significantly behind state scores indicating a need for improvements with teaching and learning. When 90% of the student body fails mastery in **all core subject areas**, a new strategic design needs to be implemented. Furthermore, RISD **failed to exceed any of the four required index** for the 2017 Performance Index State accountability ratings based on four performance indices: 1. Student Achievement, 2. Student Progress, 3. Closing Performance Gaps, and 4. Postsecondary Readiness.

2017 STAAR Percent at Meets Grade Level (Sum of All Grades Tested)

Core Subjects	State	District	All RECHS Students	Areas of Concern
Two or More Subjects	48%	30%	35%	13% lower than state
Reading	48%	31%	30%	18% lower than state
Mathematics	48%	34%	27%	21% lower than state
Science	52%	28%	25%	27% lower than state 27%
Social Studies	51%	41%	51%	RISD 10% lower than state

2017 STAAR Percent at Masters Grade Level (Sum of All Grades Tested)

Core Subjects	State	District	All RECHS Students	Areas of Concern
Two or More Subjects	20%	11%	6%	94% failed Mastery standard
Reading	19%	10%	2%	98% failed Mastery standard
Mathematics	23%	14%	7%	93% failed Mastery standard
Science	19%	5%	3% (2016)	97% failed Mastery standard
Social Studies	27%	16%	18%	9% lower than state

2017 STAAR Percent Met or Exceeded Progress

Core Subjects	State	District	All RECHS Students	Areas of Concern
All Subjects	61%	56%	45%	16% lower than state
Reading	59%	55%	*	RISD 4% lower than state
Mathematics	64%	56%	37%	27% lower than state

2017 STAAR Percent Exceeded Progress

Core Subjects	State	District	All RECHS Students	Areas of Concern
All Subjects	19%	14%	5%	95% did not exceed standard
Reading	17%	14%	5%	95% did not exceed standard
Mathematics	20%	14%	10%	90% did not exceed standard

- State Designation for Scores

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Identified Reading Needs:</p> <ol style="list-style-type: none"> 1. RECHS was 18% lower than state at meets grade level standards 2. Only 2% of RECHS met master grade level 3. An astonishing 95% of RECHS students did not exceed standard <p>RISD failed to exceed any index for the 2017 Performance Index State accountability ratings based on four performance indices: 1. Student Achievement, 2. Student Progress, 3. Closing Performance Gaps, and 4. Postsecondary Readiness.</p>	<p>Addressing Reading Needs:TECHS students will receive a one to one device with Reading applications, internet services and homework assistance as well as after school services to maximize the technology purchased by the grant. Teachers will have confidence to assign higher levels of homework with internet capabilities and functions knowing all students can have the resources at home to complete the assignments. The technology department will load all district purchased Reading software that meets licensing requirements for students to use at home. Quality of Reading Homework, lessons and resources will increase.</p>
2.	<p>Identified Mathematics Needs:</p> <ol style="list-style-type: none"> 1. RECHS was 21% lower than state at meets grade level standards 2. Only 7% of RECHS met master grade level 3. An astonishing 90% of RECHS students did not exceed standard <p>RISD failed to exceed any index for the 2017 Performance Index State accountability ratings.</p>	<p>Addressing Mathematics Needs:TECHS students will receive a one to one device with Math applications, internet services and homework assistance as well as after school services to maximize the technology purchased by the grant. Teachers will have confidence to assign higher levels of homework with internet capabilities and functions knowing all students can have the resources at home to complete the assignments. The technology department will load all district purchased Math software that meets licensing requirements for students to use at home. Quality of Math Homework, lessons and resources will increase.</p>
3.	<p>Identified Science Needs:</p> <ol style="list-style-type: none"> 1. RECHS was 27% lower than state at meets grade level standards 2. Only 3% of RECHS met master grade level in 2016 <p>RISD failed to exceed any index for the 2017 Performance Index State accountability ratings.</p>	<p>Addressing Science Needs:TECHS students will receive a one to one device with Science applications, internet services and homework assistance as well as after school services to maximize the technology purchased by the grant. Teachers will have confidence to assign higher levels of homework with internet capabilities and functions knowing all students can have the resources at home to complete the assignments. The technology department will load all district purchased Science software that meets licensing requirements for students to use at home. Quality of Science Homework, lessons and resources will increase.</p>
4.	<p>Identified Social Studies Needs:</p> <ol style="list-style-type: none"> 1. RISD was 10% lower than state at meets grade level standards 2. RECHS was 9% lower than the state <p>RISD failed to exceed any index for the 2017 Performance Index State accountability ratings.</p>	<p>Addressing Social Studies Needs:TECHS students will receive a one to one device with Social Studies applications, internet services and homework assistance as well as after school services to maximize the technology purchased by the grant. Teachers will have confidence to assign higher levels of homework with internet capabilities and functions knowing all students can have the resources at home to complete the assignments. The technology department will load all district purchased Social Studies software that meets licensing requirements for students to use at home. Quality of Social Studies Curricula will improve.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director Instructional Technology Department	Bachelor's degree from an accredited college or university and seven years of related experience, including three years in a supervisor capacity.
2.	Instructional Technology Coordinator	Bachelor's degree from an accredited college or university and four years of related experience, including three years in a supervisor capacity.
3.	Instructional Technology Specialist	Bachelor's degree from an accredited college or university, valid Texas Teacher Certificate, and three years of classroom teaching experience.
4.	Afterschool Technology Teachers	Bachelor's degree from an accredited college or university, valid Texas Teacher Certificate, and three years of classroom teaching experience.
5.	College Mentors	College enrollment in local colleges with specialization in internships, student practicums or student teachers.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Ensure Student Access to 1 to 1 Technology Initiatives	1. RISD bids computers and inventories them based on RISD policy.	05/01/2018	06/01/2018
		2. RISD contracts with low-cost provider of internet access to Chromebooks for lending to students.	05/01/2018	06/01/2018
		3. RISD prepares computers to access to TECHS software for students at target campus	06/01/2018	07/01/2018
		4. TECHS distributes Chromebooks to targeted economically disadvantaged students	08/01/2018	09/01/2018
2.	Ensure adequate access to provide internet service.	1. TECHS contracts with low-cost wifi provider	05/01/2018	06/01/2018
		2. TECHS monitors enrollment to ensure that accounts of students who leave the district are cancelled interconnectivity	08/01/2018	08/31/2019
		3. TECHS Families are given the opportunity to continue low-cost internet access	05/01/2018	08/31/2019
3.	Provide parental training and on-going tech support	1. TECHS provides training to parents in installing hardware, guiding student internet access, and Support in homework.	08/01/2018	10/01/2018
4.	Provide PD to teachers	1. TECHS continues to provide PD on targeted campus in assigning meaningful homework	08/01/2018	08/31/2019
5.	Evaluate use of internet for measuring levels of access and homework use	1. TECHS administers baseline levels of home internet access and use.	08/01/2018	08/31/2019
		2. TECHS administers levels of home internet access and use.	08/01/2018	08/31/2019
		3. TECHS administers annual survey	08/01/2018	08/31/2019
		4. TECHS conducts focus groups of teachers at target schools to determine quantity and quality of technology assisted homework.	08/01/2018	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community.

TECHS ensures effective procedures for monitoring the attainment of goals and objectives of TLGP. **Diana Silvas**, Assistant Superintendent for HR/Curriculum and **Jake Salcines**, Director of Secondary Curriculum along with Dr. **Daniel Ceballos** District's Grant Director of Research and Evaluation and the RECHS principal, Sylvia I. Romero, will coordinate all dissemination of Chromebook implementation of the grant objectives as well as monitor the PD required for effective Teaching and Learning. **TECHS** will work with the entire TLGP grant and the RISD Department of Assessment to track the district's general metrics (attendance, standardized test scores, demographics, disciplinary referrals, etc.) as well as program-specific measures (for example, incentive pay to teachers and administrators under the Teacher Incentive Fund grant) to ensure that **TECHS** is making progress towards district-wide goals and program-specific goals.

The RISD Board of Trustees, in consultation with district administration and community representatives, determined the district's annual goals that now translated into highly targeted **TECHS** objectives, articulated in Department and Campus Improvement Plans, and monitored on a quarterly basis by the administration and the Board. If departments or campuses do not meet quarterly objectives, the department or campuses in question collaborate with appropriate administrative officials to determine an action plan to get back on track. All quarterly progress reports are presented to the Board and available to the public on the district and campus websites. The Board reviews all quarterly reports prior to determining the next year's district goals so as to ensure continuous improvement for all **TECHS** changes and refinements. The RECHS Principal will assume personal responsibility that the goals and objectives of **TECHS** are met and all Chromebook usage has been properly executed with a plan for goals and objective adjustments when necessary and that all changes are communicated to administrative staff, teachers, students, parents, and members of the community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Robstown ISD has many ongoing, existing efforts that are similar or related to the planned project allowing for coordinated efforts to maximize effectiveness of grant funds to include but not limited to 1to1 initiatives, BYOD to schools, flipped classrooms, and afterschool labs. **TECHS** project participants will remain committed to the project's success regardless of cultural, economic and educational backgrounds as pre-selected students with highest needs backed by training attendance by parents will be issued a chromebook. **TECHS** will support and enhance RISD goals for students and the district's foundational subject content areas with the lowest percentages of learners meeting state standards. The planning team has recommended that the grade levels of 9th-12th be the focus of the project due to the low scores in all the core subject areas as discussed in the Needs Assessments Section.

TECHS will ensure a simple easy to use system that will encourage sustainability as Chromebooks will be given after the shelf life is expired as incentives for the **TECHS** program to continue. Students will use **TECHS** electronic programs and online resources to explore all core subject concepts and apply skills. Unit tests and benchmark exams will be administered using the Chromebooks. **TECHS** Teachers will have access to data in real-time to identify struggling students, analyze student needs, and prescribe technology based instructional programs designed to provide differentiated instruction. At home using the Internet service provided through the program, students will have access to textbook content and applications that uses online tutors to explain and support learning. Chromebooks will provide student and teacher access to productivity writing tools such as word processors, text predictors, and text editors. During interactive lessons, learners will be encouraged to use productivity tools such as Microsoft Office to create documents and essays, presentations, charts and illustrations. In addition, learners will be able to research topics and use electronic concept maps to improve writing skills and scores. Students will also be able to access online communication tools to send messages and collaborate with other Learners. **TECHS** Teachers will provide writing prompts evaluation rubrics for other core content area teachers to incorporate Writing activities across the curriculum. The skills developed during classes will be at home using their personal devices to include subject areas in Social Studies and Science.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Signed Technology Lending Agreement and tracking of inventory	1.	Number of district resources each student will be able to access at home. Number of devices that have been configured with Internet safety protocols. Number of students, by grade level, who checked out a device. Number of students' siblings benefiting from access to technology at home. Number of participants attending meeting on the care/use of technology. Number of students, by grade level, who are provided web access at home. Number of students' siblings benefiting from web access at home. Number of participants attending meeting on the care/use of technology Number of times each device is inspected for any damage and viruses. Number of devices submitted for service.
2.	Collecting Campus STAAR reports	1.	Increase in STAAR performance on core subject areas
3.	PD training and surveys	1.	Increase in homework requiring internet support at home
4.	Parent Trainings and surveys	1.	Increase in parents trained with appropriate technology in their homes
5.	BYOD tracking	1.	Increase in the amount of BYOD that the grant initiates in conjunction with loaned equipment

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project?

TECHS will add an indicator to its PEIMS system regarding participation in the Technology Lending Grant Program so that it can track participants easily through a new **TECHS** process for collecting data that includes a final evaluation design, program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. This will allow the district not only to track participants but to disaggregate data to determine if participation in the program is having an effect on attendance, grades, standardized test scores, or any other data tracked in PEIMS. **TECHS** will collect family contact information and survey families regarding their intended use of their internet access. **TECHS** will provide a baseline for a survey regarding families' actual use of internet access with an expected significant overlap in intended and actual use for purposes such as completing homework and contacting teachers. **TECHS** will conduct an annual assessment and will track student responses to questions regarding access to hardware and internet connection, comparing these responses to the baseline. All of this data will be compiled into a precise but comprehensive report by the Director of Research and Evaluation to be reviewed by **TECHS** to use the data to revise the Technology Lending program as necessary. The Executive Director of Information Services will be responsible for informing the Superintendent of the progress of the grant-funded program.

TECHS problems with project delivery to be identified and corrected throughout the project include but not limited to:

- ✓ Adding PD services as needed by addressing **TECHS** at all staff meetings
- ✓ Making sure devices are operating correctly by making sure IT department is prepared to service units
- ✓ Quickly Troubleshooting internet issues by frequently making contact with internet provider
- ✓ Adding Family Training as needed by involving the Parent Engagement Department.
- ✓ Fixing Chromebook issues by offering a After school site to discuss Chromebook features and usages
- ✓ Adding Afterschool labs for monitoring and correcting homework support systems
- ✓ Adding sustainable software with coordinated apps for smart phones
- ✓ Ensuring home residence can financially sustain internet capabilities by working with companies for offsetting costs for low income eligible families.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178909

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, RISD has **minimal availability of existing equipment** for the Special Education and Migrant students in the LEA while no current funding is available for the purchase of student technology devices. The district has operated on trial basis of Bring Your own Device systems yet understand the problems with fair access and usage of technology. Therefore, the acquisition of these **TECHS** funds will enable the district to increase the number of students who need access to portable devices with internet at home. In addition, the district will cross-reference the Data Management System to determine the number of students that have a sibling enrolled in the district. This data will be used to create a final profile of how many students will actually benefit from the use of shared technology and Internet access at home. **TECHS** will send a notice to each of the selected student's parents/guardians notifying them of the availability of portable devices and Internet service that can be provided to the student for use at home. Parents/guardians interested in participating in this program on behalf to their child will be required to sign a District Technology Lending Agreement and Web Access Agreement, if Internet access is also needed. This agreement will state that the parents/guardians will agree to monitor the student's use and ensure that the Equipment/Internet is used solely for educational purposes by the student. The students will be taught to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of technology. **TECHS** will give preference in distribution to families from disadvantaged backgrounds. These computers will be reimaged and equipped with appropriate software prior to distribution.

This program will ensure that **TECHS** families participating will have the necessary hardware and internet service for effective educational use. **RISD does not have any one-to-one laptop initiative in place for ninth- and 12th-graders during the upcoming school year.** **TECHS** will help create a learning opportunity to increase student proficiency in technologies that will help prepare the student for higher education and for becoming a member of the workforce. The use of a laptop contributes to the student's understanding of our quickly changing world. **TECHS** students will learn in new ways, preparing them for the 21st Century. **TECHS** support students as they learn at various skill levels and through a variety of learning styles. Students engage in classroom project that reach beyond the classroom and allow students anytime access to learning. **TECHS** will support, enhance, and align with the RISD curriculum, the RISD Strategic Plan, the RISD Graduate Profile, the TEA Technology Application TEKS, and the National Education Technology Standards. Because the proposed Technology Lending Program addresses a new group of students than the one-to-one laptop special population's initiative, **TECHS** will be able to significantly increase the number of students served in a technology lending program. **TECHS** will be able to build on the knowledge gained through the laptop lending program (for example, best practices in training students and families in appropriate use of technology, appropriate language for lending agreements) to implement at the highest possible level. **TECHS** will allow RISD to significantly expand the number of students who have adequate hardware and internet connection to pursue 24/7 learning opportunities.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TECHS aligns with the existing mission and goals of the district as the mission of the Robstown Independent School District is to prepare citizens to acquire knowledge, communicate effectively, make responsible decisions, and adapt to the challenges of an ever-changing society by utilizing a positive school climate, parent and community involvement, sound management practices, and a well-trained staff dedicated to a comprehensive curriculum and committed to measurable academic progress. The Chromebooks provided through **TECHS** will capitalize on the students' affinity for technology to engage learners in activities and lessons. Students will improve technological and content area skills as they investigate, create, and share information. **TECHS** capabilities are the basis of success in our technological society. The following **TECHS** goals of the district align with the lending program:

- **GOAL 1** - To hold high expectations for all Robstown Independent School District students that are demonstrated through a variety of achievement measures. **TECHS** will enable learners to use productivity tools to create documents, presentations, videos, media clips, and other products to provide authentic assessment of student knowledge and skills.
- **GOAL 2** - To provide a safe, positive learning environment. **TECHS** will implement a Parent Guardian Chromebook internet policy agreement and utilize an Internet filter to require and monitor appropriate use of Internet resources.
- **GOAL 3** - To provide quality learning opportunities for all students. **TECHS** will enable students to access resources, information, and up-to-date instructional content based on their own interests and learning style to improve academic success.
- **GOAL 4** - To provide quality learning opportunities for all faculty. **TECHS** District Technology Integration Specialists will support teachers in integration of technology devices, adoption of digital resources, and implementation of best practices.
- **GOAL 5** - To maintain high standards through an evaluation of all programs and services that assures continuous improvements. **TECHS** will submit to the annual evaluation process set forth under district guidelines.

TECHS will collect data and report on the following performance measures in regards to the district's alignment with the program:

- ✓ Ratio (i.e. 1:1) of technology devices to students needing devices.
- ✓ Number and names of courses using digital instructional materials.
- ✓ Titles of digital instructional materials used.
- ✓ Students who checked out a device by grade level.
- ✓ Eligible economically disadvantaged students participating in the program and who had Internet access installed in their residencies.
- ✓ Teachers who leveraged digital instructional materials for students.
- ✓ Online courses taken.
- ✓ Students who demonstrate proficiency on the TEKS for their grade level at the beginning and end of the grant period.
- ✓ Students who showed an increase in attendance.
- ✓ Students who showed an increase in academic achievement in the 2018-2019 school year in comparison with the 2017-2018 school year.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only.

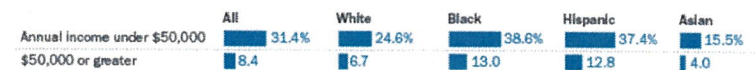
TECHS plans for providing internet access to student residences with Chromebook wi-fi accessibility using a local carrier for **Kajeet Complete 500 internet** monthly fees with purchased hotspots. The district has developed a Technology Lending Agreement for Residence purposes that includes safe internet usage in accordance to the required **TECHS** guidelines as well as the local RSD policy. In order for students to be eligible to obtain an electronic Chromebook with internet capability, the student's parent or guardian must first sign and return the District Technology Lending Agreement and the Web Access Agreement, if Internet access is also being requested. **TECHS** agreements will address the following:

1. **Keeping the equipment secure and damage free;**
2. **Not loaning out the equipment or accessories;**
3. **Not leaving equipment in vehicle or unattended;**
4. **Not having food or drinks within close proximity of equipment;**
5. **Not allowing pets near equipment;**
6. **Not placing equipment on floor, seat, or near a table ledge; and**
7. **Not using equipment near a pool or where it can get wet.**

Keith Krueger, CEO of the Consortium for School Networking (CoSN) worries that "technology will be one more way to expand inequities rather than a bridge to narrow." Krueger points to the so-called "homework gap," or the barriers students face when working on homework assignments without a reliable Internet source at home. This gap has widened as an increasing number of schools incorporate Internet-based learning into daily curriculum. Three-fourths of school districts, however "are not doing anything about ensuring outside of school access to broadband," Krueger says, citing CoSN's recent infrastructure chart on the right explains that low income homes fail to provide the homework support required for 21st century learning (McLaughlin, C., 2016). This homework gap forces students in these household to head over to the library to squeeze in two more hours of homework instead of going home for dinner after a long sports practice. Some may decide to forgo the safety and warmth of their home to venture out to the commercial parking lot with free Wi-Fi access in order to complete and submit their assignment. Or many students are simply unable to finish the work.

Among households with school-age children ...

% LACKING A HIGH-SPEED CONNECTION AT HOME



% WITH A HIGH-SPEED CONNECTION AT HOME

All households with school-age children	82.5%	88.0%	71.5%	72.2%	92.3%
Annual income under \$25,000	60.3	67.9	53.6	54.8	79.0
\$25,000-\$49,999	75.7	80.6	71.2	69.2	88.6
\$50,000-\$99,999	88.2	90.5	84.1	82.1	94.0
\$100,000-\$149,999	94.3	95.1	91.7	90.6	96.5
\$150,000+	96.7	97.0	93.5	93.9	97.9

Sources: Pew Research Center analysis of 2013 American Community Survey (IPUMS).

TECHS students will be required to have obtained **TECHS** mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. This includes the six strands based on the National Educational Technology Standards for Students (NETSS) and performance indicators developed by the International Society for Technology in Education (ISTE). They are as follow:

- 1.) **TECHS Digital citizenship** – The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources; and,
- 2.) **TECHS Communication and collaboration** - The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning;
- 3.) **TECHS Research and information fluency** - The student acquires and evaluates digital content;
- 4.) **TECHS Critical thinking, problem-solving, and decision-making** - The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources.
- 5.) **TECHS Creativity and innovation** - Student uses creative thinking and innovative processes to construct knowledge and develop digital products;
- 6.) **TECHS Technology operations and concepts**- The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TECHS aligns with **current curriculum, instruction, and classroom management policies and/or practices** on its **participating RECHS campus** allowing participating students to join their peers in 21st Century learning initiatives. **TECHS** students will receive a one to one device with **Core Subject applications and e-books** currently utilized by campus teachers, internet services and homework assistance as well as after school services to maximize the technology purchased by the grant. Teachers will have confidence to assign higher levels of homework with internet capabilities and functions knowing all students can have the resources at home to complete the assignments. The technology department will **load all district purchased core subject software** that meets licensing requirements for students to use at home. Quality of Core Subject homework, lessons and resources will increase and therefore producing a college ready student. **TECHS** will eliminate barriers to learning by removing the poverty barriers associated with no device or internet at home or the benefit from daily use of the internet for tasks such as information retrieval. Most of the students in RISD have internet access that makes such daily tasks possible, but the **TECHS** students have no such access. As economically disadvantaged students, they are more likely to be English Language Learners, have high rates of mobility, and have parents with lower levels of educational attainment. **TECHS** will help level the playing field for these students. Moreover, internet access will allow these students to further exercise 21st Century skills such as collaboration and showing initiative. Students will be able to join their peers outside of school hours in after school labs such as co-authoring a Google document, or pursuing their own interests in topics through independent research using RISD's on-line research tools and library. Students will be able to access on-line learning environments, collaborate with their peers using Moodle; and take virtual college field trips. **Parents will also benefit from internet access by being able to communicate via e-mail with their child's teacher; track their child's grades and attendance through the Home Access Center; receive communiqués from School Messenger, and keep up with school events through the school website, Facebook site, and Twitter account.** This access will boost parent engagement, which in turn will make classroom management easier for teachers.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s).

TECHS has designed the TLPG to reflect up-to-date knowledge from scientifically-based research and effective practices with a broad array of grade level, subject, and digital content adopted electronic instructional materials that are available for use for **9th-12th Grades at the RECHS Campus**. RECHS digital instructional materials in one or more foundation curriculum subject areas include the following:

- ❖ **Academic Core Software Programs (9th-12th Grades)**- Connexus, Certiport, Istation, Imagine Learning
- ❖ **Electronic Classrooms (9th-12th Grades)**-By providing access to the lesson plans online, students have the ability to go back and review any lesson that they did not fully understand. In addition, since many times students do not want to be singled out by asking questions, students have the ability to research the Information that was provided in the privacy of their own home; thus, ensuring they fully understand each day's lesson.
- ❖ **E-textbooks (9th-12th Grades)**- Since textbooks can be heavy and troublesome to carry, a-textbooks provide the district the ability to offer students a portable means to access the curriculum. In addition, having a-textbooks also provides other conveniences, such as: search functions, which make searching for specific Information a swift and easy process; and taking notes can be a much cleaner process electronically.
- ❖ **Core Tutoring Software (9th-12th Grades)**-The remediation software that is available for students is designed to assess each individual student in order to identify their areas of weakness. This allows each student to have a customized lesson plan that will quickly bring students up to speed with the other students in their classes.
- ❖ **Virtual Library (9th-12th Grades)**-The e-library will provide students with access to approximately 100 books anytime they may need it. Students no longer need to wait for a title to be available, Instead they just need to log on to the district's online library and access the titles that they require.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es).

RISD's existing and adequate infrastructure to support **TECHS** focuses on hardware, software, and human infrastructure by including the capabilities or proficiencies of those who use the technical components. The infrastructure of the campus will be the critical element for support of **TECHS** and the proper students' use of the devices. **TECHS** campus has the hardware available and the connecting peripherals such as the network connections and the resulting communications capabilities to enable the devices to function properly. The infrastructure provides the foundation for software applications, computer programs such as graphics or spreadsheets, and the TEKS content.

TECHS software being utilized by the district to provide digital instruction reflects up-to-date knowledge from scientifically based research and effective practices. **TECHS** chosen technology-based curriculum, teaching tools, and assessments are proven to be measurably effective in meeting the needs of the targeted students and prepare them for success in the 21st Century. **TECHS** is confident that each of the participating campuses has the adequate infrastructure to ensure it is able to support the additional devices.

In addition, Robstown Independent School District's Information Technology (I.T.) Department provides secure, reliable, and integrated technology solutions in alignment with academic and administrative goals, while delivering excellence in service. In support of the **TECHS** mission, I.T. will:

- ✓ **Partner with TECHS campus to understand the information technology needs of faculty, staff, and students.**
- ✓ **Provide TECHS leadership and planning for the effective and strategic use of emerging technologies.**
- ✓ **Demonstrate technical and operational TECHS excellence through a commitment to professionalism and continuous improvement.**

The Technology Department will maintain, support, install, and repair the Chromebooks and workstation, servers, and network resources of the school district on a year round basis. I.T. is responsible for technical support to assigned campuses with periodic visits to the campuses to ensure that staff and student PC assets are kept in working order, as well as supporting classroom teachers in their use of technology. I.T. operates a 5 day work week (M-F 7:30AM to 4:30PM) service work order system. The Project Director and Technology Director will perform and maintain the following: Property records that include a description of the equipment, serial number or other identification number, funding source, purchase date, original cost, percentage paid with grant funds, location of the equipment, use and condition, and any ultimate disposition data, including the date of disposal and sale price of the equipment; Physical inventory of the equipment taken and reconciled with the property records at least once every two years; A control system that ensures adequate safeguards to prevent loss, damage, or theft of the equipment; Adequate maintenance procedures developed to keep the property in good condition; and Proper sales procedures to ensure the highest possible return.

It will be the Technology Director's, Richard Gonzalez, responsibility to administer the **TECHS** Chromebooks at the RECHS campus. He will ensure the district adheres to the requirements of the grant and remains in compliance with the Texas Education Agency. The Project Director Technology Director will work together to provide technological support and will oversee all aspects of the development, implementation, and management of the program to include: inventory of equipment; installation of software and security blocks; distribution and tracking of devices; and routine maintenance. A notice will be sent to each of the selected students' parents/guardians notifying them of the availability of electronic Chromebooks and the check-out and check-in process for the electronic Chromebook. In addition, it will be the teachers' responsibility to stress the importance of limited equipment to the targeted students and parents/guardians, as well as the first-come, first-serve policy.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178909

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TECHS Parents/guardians interested in **checking out an electronic Chromebook** for their child will be required to:

1. **Complete a District Technology Lending Agreement**
2. **Ensure that the student and the parents/guardians agree not to misuse the equipment**
3. **Agree to practice safe, responsible, legal, and ethical behavior while using digital tools and resources**
4. **Attend a meeting to review the guidelines and expectations regarding the use of technology**

The process will be supervised by both the Technology Director's, Richard Gonzalez, and RECHS principal, Sylvia I. Romero and take responsible action in cases of competing need. **TECHS** cannot purchase sufficient electronic Chromebooks to address every student identified most in need, therefore, the district will implement and inform parents/guardians of a first-come, first-serve policy. It will be the responsibility of RECHS to follow-up to ensure that the District Technology Lending Agreement is returned signed as soon as possible, so that the student can be issued an electronic Chromebook. The process that will be used to maintain the technology lending equipment in proper working condition is based on training and upfront agreements. **TECHS** Parent Training will include: Proper care and maintenance of the electronic Chromebook; Allowable use of electronic Chromebook; Steps for reporting issues with electronic Chromebook; Availability of Internet access at home; Internet Safety; and Returning of electronic Chromebook to district. Students will be issued an electronic Chromebook by the campus Media Specialist once the parent has signed and returned the District Technology Lending Agreement to the participating teacher. Families of the targeted students, who do not have access to the Internet, will be issued an electronic device along with a wi-fi internet device. Chromebooks will provide students with internet access to electronic instructional materials. At the end of the school year, each teacher who has assigned a student an electronic Chromebook will be required to inventory all returned equipment from each students. This will include all accessories. The teacher will also have to list the condition the inventory is in when returned. All inventory will then be submitted the Media Specialists, where the inventory will be restored to original condition and made ready for the next student to utilize during the following academic school year.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only.

In order to account for **TECHS** equipment based on local policy, the district shall **conduct an annual physical inventory of all electronic Chromebooks**. The results of the **TECHS** inventory shall be recorded in the district's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. Texas Administrative Code: 19 TAC 66.107(a) Students assigned a lending device must return the device to the teacher at the designated time or when the student withdraws from school. Each student and his/her parent or guardian is responsible for any device not returned in an acceptable condition to the campus. A student who fails to return in an acceptable condition any device shall forfeit the right to free instructional materials and technological equipment until the device previously issued but not returned in an acceptable condition is paid for by the student, parent, or guardian. If the device is not returned in an acceptable condition and payment is not made, the district may withhold the student's records, but shall not prevent the student from graduating, participating in a graduation ceremony, or receiving a diploma. Finally, grant funds will be utilized to purchase a multi-year insurance policy that will cover equipment for up to two years. The multi-year insurance premium will be payable as a single invoice received during the grant period. This will extend the life expectancy of the devices for up to a minimum of two years; thus, allowing more students to benefit from the use of the devices. The student will be required to perform weekly maintenance checkups on their assigned electronic Chromebook as part of the District Technology Lending Agreement. This will be documented by the student in a Property Maintenance Log that will be submitted to the Media Specialists on a monthly basis. In addition, students will be required to submit the device to the Media Specialists on a quarterly basis so the electronic Chromebook can be checked for viruses or signs of misuse. In the event that an issue arises with the electronic Chromebook, the student will be required to notify the Media Specialists and submit for maintenance. If available, a loaner will be provided to the student while the device is serviced. Finally, all **TECHS** Property Maintenance Logs will be required to be submitted to the Technology Director by the Media Specialists during regularly scheduled meetings.

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